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ABSTRACT

This report describes the activities of the Maryland Clearinghouse Training Advisory Committee (CTAC) in developing a statewide training plan for child care providers (called the Core of Knowledge Training Program) and presents the main ideas of the plan itself. The CTAC was created in 1992 to draft a comprehensive plan for training, education, and career development for the child care community. The committee sought to address barriers to professionalism in the field, such as low pay, poor benefits, and low status by emphasizing recognition, certification, and licensing of child care providers. The CTAC developed the Core of Knowledge Training Program to provide a continuum of teaching and learning at three levels. Each level would: (1) require a specific number of hours of training; (2) cover specific topics related to early childhood development, education, and administration; and (3) require specific levels of training and experience to advance to the next level. Recommendations for the implementation of the Core Knowledge Training Program are included. Three appendices list the members of the CTAC, suggest career path options for child caregivers, and provide guidelines for qualifications of child care administration staff. (MDM)

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A NEW BEGINNING:

A Blueprint For A Career Development And Training Plan For Maryland's Child Care Professionals

PS 022195

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A NEW BEGINNING: A BLUEPRINT FOR A CAREER DEVELOPMENT AND TRAINING PLAN FOR MARYLAND'S CHILD CARE PROFESSIONALS

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This plan could not have been produced without the dedication, knowledge, and skill of many individuals. The Training Clearinghouse of the Maryland Child Care Resource Network gratefully acknowledges the role of the Child Care Administration of the Maryland Department of Human Resources in funding, guiding, and supporting this project. The Clearinghouse Training Advisory Committee was a forum for lively debate and discussion, and above all approached its mission with a spirit of collaboration that fostered a high level of energy and productivity. Many members of the Committee gave generously of their time and effort in serving on task forces, reading and rereading drafts, and contributing their expertise to the work in progress. We thank Dr. Toni Ungaretti and JoAnne Carter, in particular, for finding time in their busy schedules to chair the two task forces.

The staff of the Maryland Child Care Resource Network provided the "glue" that kept the project focused and moving. Thanks are due to Training Department staff members Dr. Stephanie Schamess, Alice Lazun, Amy Bloom Connolly and Stephanie Maze-Hsu for their leadership in the development of this plan. Our librarian, Mary Wharton, served as an invaluable resource to the staff and to the Committee as a whole. Avril Williams, TECHNIC Coordinator, brought the family child care perspective to our deliberations.

It is with deep appreciation that we acknowledge Maryland Committee for Children's Deputy Director Janet Singerman's steady encouragement, direction, and counsel throughout this project. And to Sandra Skolnik, Executive Director of Maryland Committee for Children, go very special thanks for her contributions to the project but, even more so, for her continuing dedication to keeping alive and viable the vision we all share—that the children in the state of Maryland will have the best, highest quality child care available.

Throughout the United States, the field of child care is undergoing much transformation as it attempts to define itself more fully as a profession. Many individuals and organizations, at both the state and national levels, are involved in debating the issues, establishing consensus on terminology, and formulating ideas on how best to professionalize the field of child care. The state of Maryland is among those in the forefront of this effort.

As a developing profession, we are moving toward increasing clarification of roles, paths, and options for growth and learning. Our final goal is the creation of a recognized profession whose practitioners have available alternative options, suited to their individual needs, by which they can pursue their personal and professional development. This will serve to strengthen skills, deepen their commitment to the children in their care, and ensure a universally high quality of child care for all of Maryland's children.

An important part of this document is the articulation of our visions. Only through defining these visions and goals can we begin to create designs for their practical implementation. They include:

- the provision of affordable, accessible, and high quality training for all child care providers;
- legislative and financial support from a government which recognizes the need for a variety of measures to promote the availability, accessibility, and high quality of child care training, and;
- recognition and support by the public of the importance of the work child care providers do. (Consider the far-reaching impact on a community if during one designated week, every child care program in that community were closed. Yet child care is rarely given the recognition it deserves as an indispensable and vital institution in the community.)

Recognizing that learning is a lifelong process, we envision training for child care professionals which will:

- provide them with learning experiences which will increase their motivation for further training;
- increase the breadth and depth of their knowledge;
- advance the level of their demonstrable skills;
- promote greater self-awareness and respect for the impact they have on the lives of families.

The ultimate beneficiaries of such a vision are the children and families served by the child care system.

INTRODUCTION

Historical Background

The state of Maryland has long been in the forefront of advocating for and taking action to improve the quality of child care available to all children and families throughout the state. Recently selected by *Working Mother* magazine (Feb. 1993) as one of the ten best states for child care, Maryland was given excellent ratings in both quality of care and the state's commitment to promoting and maintaining that quality. Standards for licensing and regulation of both center-based and family/home-based child care are set and monitored by the Child Care Administration (CCA) of the Department of Human Resources; these standards include requirements for continuing training for all providers.

Governor William Donald Schaefer and the Maryland General Assembly have demonstrated their commitment to quality child care through their support for the Maryland Child Care Resource Network, a public/private partnership based at the Maryland Committee for Children, Inc. This partnership was the result of the efforts and planning of the Maryland Employers Advisory Council on Child Care, a project initiated in 1988 by the Maryland Committee for Children as part of its Work/Family Initiatives Project (funded by the Goldseker and Straus Foundations). Recognition by the business community that its self interest would be served by investment in and concern for child care services led this group to propose a demonstration project in which a statewide child care resource center and a network of community-based resource centers would be established to bring about improvements and provide on-going services to parents, providers and other shareholders in the child care community. The goal was to have, ultimately, a statewide child care resource center and regional child care resource centers in each of the state's child care licensing regions.

In November of 1988, Governor Schaefer endorsed the Council's proposal and during its 1989, 1990 and 1991 sessions, the Maryland General Assembly approved the state's share of the demonstration project's first three years of funding. Through a request-for-proposal process, the Maryland Committee for Children was designated as the statewide child care resource center of the Maryland Child Care Resource Network (MCCRN) and three community-based regional child care resource centers, one urban, one suburban, and one rural, were established. The Network operates under contract to the Maryland Department of Human Resources, the state agency authorized to regulate and monitor child care. The Network's activities were, and are, funded through a combination of charitable and business dollars from local, state, and national public and private funding sources.

In 1992 and 1993, the General Assembly approved funding for the continuation of the project beyond the demonstration phase, with Maryland Committee

for Children again being awarded the contract from the Department of Human Resources as the designated statewide child care resource center.

Services provided by the MCCRN include child care resource and referral counseling to parents; work/family consultation to employers; technical assistance for start-up, expansion, marketing, and business aspects of center-based and/or home-based child care facilities; training and education in child development and related topics for providers; and public education addressing child care-related issues. The community-based CCRCs provide the same services in their regions.

Basis for the Development of the Statewide Training Plan Project

In 1992, the Department of Human Resources awarded Child Care and Development Block Grant (CCDBG) funds to the Maryland Child Care Resource Network to become the Training Clearinghouse for the state of Maryland. This federal grant is meant to promote quality, availability, accessibility and affordability of training throughout the state.

A large proportion of the funds have been used to subsidize training entities to provide training in the traditionally underserved areas of the state, thus making training more accessible geographically. Other training entities providing innovative, creative models of training that would further enhance the diversity and quality of training available to providers were also subsidized through Block Grant funds.

Block Grant funding was also employed to design and conduct a survey to assess training needs and preferences of family child care providers, child care center directors, and the training community itself. This survey, which was mailed to over 13,000 providers and trainers statewide, formed the basis for funding criteria in the second year of awarding CCDBG monies for subsidized training.

Yet another activity funded by CCDBG has been the publication, three times annually, of a Clearinghouse Training Calendar which is mailed to all regulated child care providers throughout the state. All Child Care Administration-approved trainers are eligible to publicize their trainings in this calendar, free of charge. The dissemination of this information in calendar format allows providers to be aware of their wide range of choices for training, and to register well in advance for those trainings which meet their needs.

Block Grant funds have also been allocated for the expansion of the child care community's access to early childhood materials through the establishment of computer access to ERIC (Educational Resource Information Center) and the Head Start Electronic Bulletin Board. CCDBG funding for a librarian position to catalogue and computerize the Maryland Committee for Children's extensive library holdings further increases its accessibility to the public.

A fifth project undertaken with CCDBG funding has been the initiation of work on a comprehensive, statewide plan for training. It is this project that has resulted in this document, which should be regarded as the first step — the blueprint, so to speak — for what the Clearinghouse Training Advisory Committee anticipates will develop into a long-range, extensive, and thorough plan for education, training, and career development for child care professionals.

A number of research studies have linked positive outcomes in the social and intellectual development of children to the level of specialized training of their teachers and caregivers.[1]

Teachers/caregivers with higher levels of education and/or specialized training are more likely to talk more with children, provide greater intellectual stimulation, and encourage the children to express themselves more often. Elizabeth Jones, in her discussion of training[2], notes the centrality of relationships in teaching and learning. She stresses that caregivers learn to respect children through experiencing self-respect, which comes from having trainers and supervisors as role models who "treat the caregiver the way they would like him or her to treat children, who take this individual seriously as a person and are respectful of his or her needs, interests and desires" (p. 187).

In brief, high quality training for adults that promotes the participants' intellectual growth, self-respect and understanding of child development affects the quality of the environment that adults provide for children in their care.

As of 1993, over 75% of Maryland children under the age of 12 had mothers in the labor force. Of these, over 151,800 were in regulated child care programs. There is little doubt that a statewide plan which advances high quality, effective, and integrated training, educational, and career opportunities for professional growth and development for providers will have a positive impact on a large number of children and families of the state of Maryland!

The formulation of this training plan has involved the collaboration of a wide range of professionals from the child care and education community. The next section will review the processes of the development of "A New Beginning: A Blueprint for a Career Development and Training Plan for Maryland's Child Care Professionals."

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[1] Copple, Carol. "Quality Matters: Improving the Professional Development of the Early Childhood Work Force." *Report Based on a Meeting Held at the Carnegie Corporation*, N.Y., NY: 1990; Ruopp, R.R. & Jeffrey Travers. "Janus Faces Day Care: Perspectives on Quality and Care," in *Day Care: Scientific and Social Policy Issues*, E.F. Zigler & E.W. Gordon, (Eds.), Auburn House Publishing Company: Boston, MA: 1982.

[2] Jones, Elizabeth. "Training Individuals: In the Classroom and Out," in *Making Day Care Better*, JT. Greenman & R.W. Fuqua, (Eds.). Teachers College Press, N.Y., NY: 1984.

DEVELOPMENT OF THE TRAINING PLAN

In May 1992, the Maryland Child Care Resource Network convened the first meeting of the Clearinghouse Training Advisory Committee. This committee was comprised of professionals representative of a wide range of constituencies with an interest in child care and training. Members of the family child care community, day care center directors, trainers from both the private and nonprofit sectors, regional child care coordinators, early childhood educators from both two-year and four-year colleges, members of the Child Care Administration, representatives from the Maryland Higher Education Commission and the Maryland State Department of Education, and several other interested parties were invited to participate in this Advisory Committee.[1]

All Committee members, regardless of their level of active participation, were kept informed of the process through mailings of minutes of all meetings, drafts of the documents being produced, and any decisions made by the Committee. Members were invited at all times to comment on positions taken and/or documents produced by mailing, phoning, or faxing their responses to the MCCRN/Clearinghouse staff. The Committee has approached its task by taking into account the diversity of the child care community and by acknowledging the variety of needs that should be addressed in a comprehensive plan. The Committee, both in its composition and in its methods, has operated in an inclusive manner, believing that bringing different constituent parts together is essential to defining the profession and determining its future course.

Confronted with the mandate to initiate the first steps in development of a comprehensive plan for training, education, and career development for the child care community, the Clearinghouse Training Advisory Committee met monthly to explicate the scope of the existing training structure, to identify issues to be addressed, and to make recommendations for future planning. When a good degree of consensus about terminology, issues, barriers to training, and perceived needs for the future had been reached, the Committee identified the following priorities for discussion in a long-range plan.

- Training is currently organized around a relatively unintegrated system of workshops, courses, and seminars which are available to child care professionals to meet basic requirements. However, as a rule these do not lead to forward movement along established career paths.

[1] A listing of members of the Clearinghouse Training Advisory Committee, and their professional affiliations, is found in Appendix A.

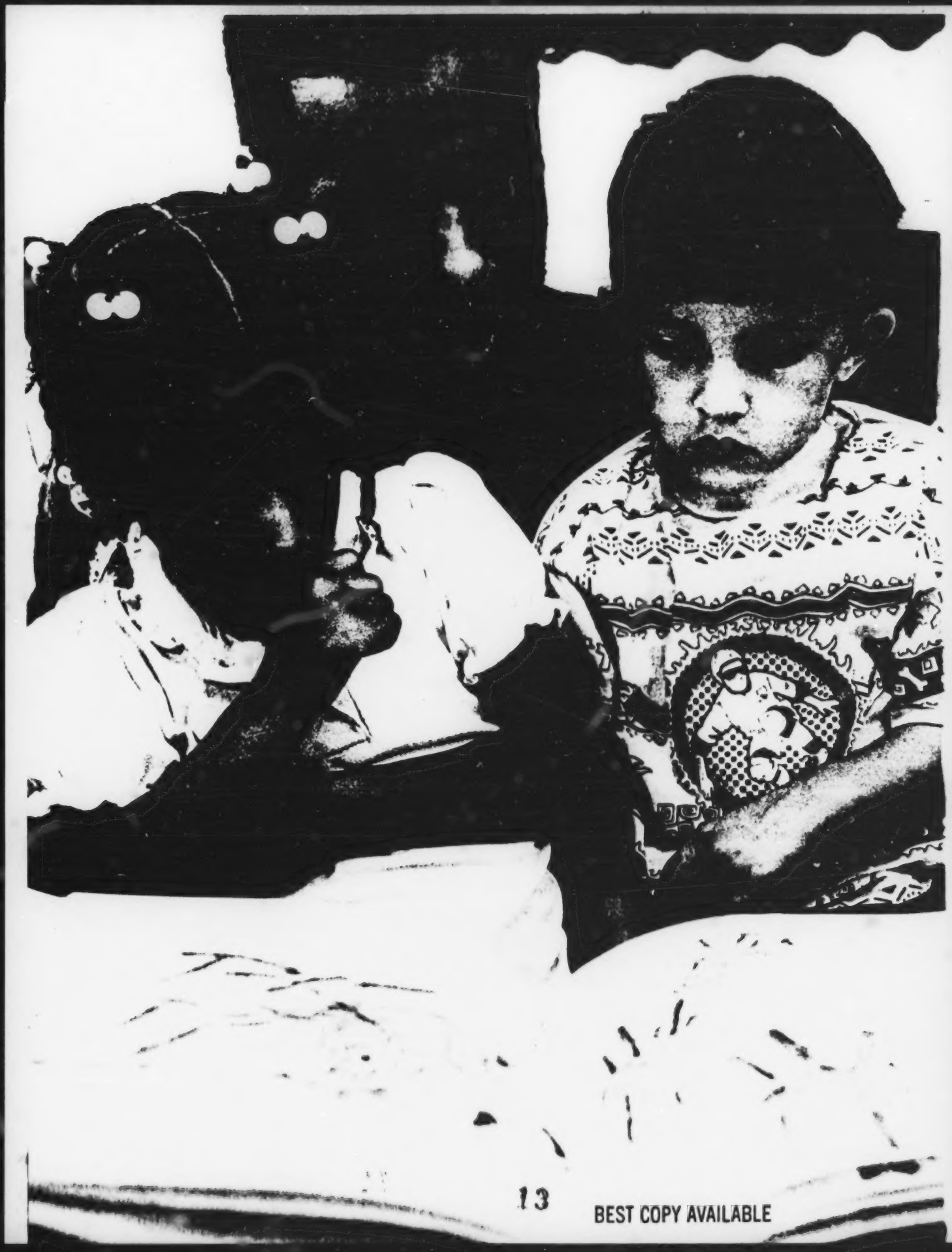
- This unintegrated system of workshops, courses, and seminars leads to the accumulation of scattered information, rather than the acquisition of a core of knowledge which could, and should, constitute the basis of shared content for practitioners in the field of early childhood care and education.
- We lack systematic, agreed-upon policies and procedures for the articulation of preservice and inservice trainings, continuing education courses, two-year degree and four-year degree programs, and other training/educational opportunities. Well-formulated articulation procedures are needed to enhance the available options for specific credentialing paths and/or academic matriculation over time.
- In conjunction with the articulation of training and educational programs, pathways for career development and/or advancement need to be explicated so that a coherent structure is in place for making career choices and pursuing the course(s) of study to attain the necessary qualifications.

Once these priorities were established, task forces were formed to draft position papers and make recommendations for addressing these issues. The following sections present the positions, proposals, and recommendations prepared by the Advisory Committee's task forces and approved by the Committee.

One task force was mandated to look at the overall picture of career development with regard to formulating a systematic approach to education, training, and articulation among the different components of the existing informal and formal training structures, including linkages between this system and career paths. This task force (The Career Development and Articulation Task Force) examined the existing structures of preservice and inservice training, continuing education and degree matriculation, and made its recommendations for establishing structures and procedures that would enhance career development opportunities.

A second task force was mandated to formulate a position and make proposals related to the need for training organized around a core of knowledge. Another concern of this task force was the shortage of training for the advanced professional, since the lack of a systematic plan for training has resulted in most training programs being geared to the entry-level provider. This task force (The Core of Knowledge Task Force) developed a training model that both delineates the components of a core of knowledge and incorporates a learning continuum from beginning to advanced levels.

The following sections contain the recommendations of each of these task forces.



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Identifying the Issues

In establishing the groundwork for a long-range, comprehensive Statewide Training Plan for Maryland, it is first necessary to recognize the issues most important to furthering professional development of caregivers.

Generally, barriers to professionalism include low pay and poor or no benefits, lack of funding for both center based and family child care programs, long hours, high stress and dearth of readily accessible training opportunities. While a search for solutions to each of these problems needs to be given high priority, the mandate of the Training Advisory Committee has been to focus on issues specifically associated with training. In this section, we shall consider the overall issue of professionalism from the perspective of educational/training opportunities and their relationship to career development.

The professionalization of child care involves a commitment to creating a climate in which lifelong learning is encouraged and rewarded. Unlike professions such as law, medicine, nursing, social work, etc. which demand considerable preservice preparation, requirements for entry level positions in child care are minimal. Rather, the greater emphasis in the field of child care is on continuing education and/or training, both in order to maintain one's status as a licensed provider or center staff member, and to move along a career path within the field. The present state of affairs is characterized by many different educational pathways in which rules, regulations, and expectations are sometimes contradictory, sometimes overlapping, and only occasionally linked together in clearly defined sequential stages.

Educational Pathways

In order to delineate educational pathways, both existing and potential, it is important to clarify some distinctions among different ways of legitimizing continuing education. The following is a list of terms denoting types of credentials:

- Recognition: Provision of acknowledgment of years of experience and/or accumulated hours of training. "Recognition" is an acknowledgment, and does not necessarily lead to any specific advancement.
- Certification: A more official level of recognition in which the individual, having demonstrated attainment of preestablished criteria (competence, body of knowledge, etc.) is certified for something which he/she was not certified to do previously (e.g., obtain higher position, new title, etc.)
- Licensing/Qualifying: A regulatory model in which the individual fulfills requirements of a regulatory agency and obtains his/her license, or fulfills required qualifications for position.

- Credits: The academic model of credentialing individuals for courses taken.
- Matriculation: The academic model in which courses taken over time result in the accumulation of credits leading toward a specific degree.

Different paths do, and should, result in different modes of legitimization. The problem for the individual whose educational route is interrupted, irregular, or otherwise nonconventional, is that courses, training, and/or experiences which have led to one kind of credentialing may not be acknowledged as valid toward another type of credential. A gap exists between the formal and informal training systems; this is further compounded by the lack of a consistently applied policy of articulation between the two and four-year institutions of higher education. Further, courses and/or trainings on a particular topic offered by one type of institution may not actually be the equivalent academically of courses on the same topic offered in another institution.

Educational Pathways that Currently Exist in Maryland

1. Pre-service and In-service Training

   This includes training taken to enhance professional competence, learn new skills and advance professionally within the field. Certificates are awarded per training, but the accumulation of hours past the number required per year to maintain licensing status is not officially recognized. In the following courses, college credit is sometimes given, sometimes not:

   - 90 clock hours or 6 semester hours or their equivalent, in preschool, for senior staff and directors;
   - 45 clock hours or 3 semester hours or their equivalent, in infants/toddlers, for senior staff and directors;
   - 45 clock hours or 3 semester hours or their equivalent, in school-age, for group leaders;
   - 90 clock hours or 6 semester hours or their equivalent, of approved training for school-age directors.

2. Apprenticeship Training Model

   This is presently a pilot program at Charles County Community College leading to certification of a child care worker as a Child Care Development Specialist.

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3. Certification Model

   One national model, the Child Development Associate, combines academic work (two courses in ECE) with portfolio and demonstrated competence in practice standards. Another model, The National Association for Family Day Care Accreditation program, accredits family child care providers who meet their criteria for quality child care in the areas of safety, health, interaction, play environment, and professional responsibility.

4. Matriculation Model

   This includes completion of studies at two-year or four-year colleges and/or at the graduate level, resulting in:

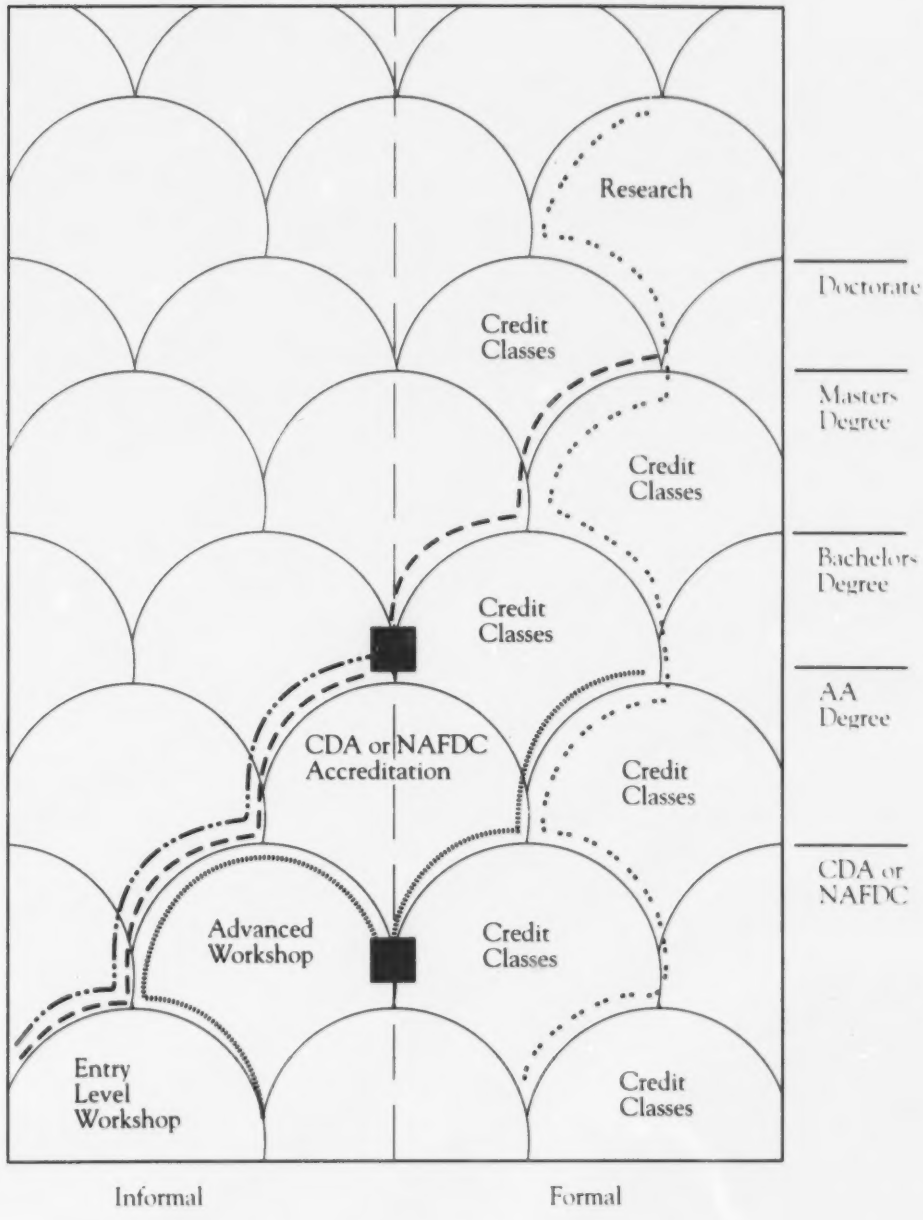
   - Associate of Arts Degree
   - Baccalaureate Degree
   - Advanced Degrees

The lack of a clear policy of articulation among and between these different existing educational pathways is an issue that will be discussed in more detail in a later section of this document. Of concern here, however, is the lack of an articulated linkage between educational pathways and career options within the early childhood/child care profession.

The following diagram, Figure 1, illustrates the concept of a career lattice which describes the varied career paths available to child care professionals, and their relationship to educational/training institutions and programs. It is a model of what should constitute the foundation for the building blocks of a training plan.

Another way of organizing or conceptualizing a career lattice and its relationship to educational/training linkages is to define levels and steps along a career ladder. Figure 2 on page 16, "Recognition of Education" chart, outlines steps for both family child care providers and center-based providers. Like Figure 1, it can serve as a model for the organization of training, education, credentialing, and matriculating in conjunction with career paths and recognition of increased professionalism, education, and experience.

(Figure 1)



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Recognition of Education (Figure 2)

Professional Level	Family Child Care Provider	Center Child Care Provider	Action
Level I Step 1	Entry Level/CCA required training	Entry Level/CCA required training	assign to mentor/base pay*
Step 2	CCA Required training 1+ years experience professional association membership encouraged	CCA Required training/1+ years experience/professional association membership encouraged	mentor continues to monitor and assist/core base of knowledge assessment/base pay* plus incentive
Level II Step 1	12-20 hours additional training per year/1+ years experience/professional association membership encouraged	12-20 hours additional training per year/1+ years experience/professional association membership encouraged	core base of knowledge assessment/log volunteer hours w/ association/base pay* plus incentive
Step 2	90 hours + 1 year experience/20+ hours additional training per year/active professional association membership	90 hours + 1 year experience 20+ hours additional training per year/active professional association membership	Mandatory career counseling w/ offer of CDNA/ NAFDC assessment option & scholarship info./log volunteer hours w/ association/base pay* plus incentive
Step 3	CDA or NAFDC Accredited/3+ years experience active professional association membership	CDA Accredited/3+ years experience/active professional association membership	Offer Associate Degree option & scholarship info./log volunteer hours w/ association/base pay* plus incentive
Level III Step 1	Associate Degree/20+ hours additional training per year/3+ years experience/active professional association membership	Associate Degree/20+ hours additional training per year 3+ years experience/active professional association membership	Offer Baccalaureate Degree option & scholarship info./log volunteer hours w/ association/base pay* plus incentive
Step 2	Baccalaureate Degree/20+ hours additional training per year/3+ years experience/active professional association membership	Baccalaureate Degree/20+ hours additional training per year/3+ years experience active professional association membership	Offer Advanced Degree option /log volunteer hours w/ association/base pay* plus incentive
Step 3	Advanced Degree/20+ hours additional training per year/3+ years experience/active professional association membership	Advanced Degree/20+ hours additional training per year 3+ years experience/active professional association membership	Log volunteer hours w/ association/base pay* plus incentive

** It is suggested that a graduated rate of pay by the public sector would help raise salaries of child care workers across the field. Using the provider's level to determine what pay is received should add to the incentive to attain higher levels of care giving expertise.*

Recommendations for Future Planning

The Committee concluded that training must lead to advanced learning and career possibilities and to the enhancement of professionalism of child care work. Plans for future training must address the necessity for a level of professional recognition and status that would motivate providers to seek out training to enhance and support their knowledge about and skills in working with young children. In considering training options for providers, a training plan must be concerned with the training needs of providers growing and learning as they follow many different paths. Diversified career paths, many of which are accessed at present through informal networks of child care associations, volunteer work, and other "word-of-mouth" routes, need to be legitimized as valued career options. Providers must be encouraged to move at their own pace and in the direction that most suits their needs and desires. Both formal and informal training, as well as volunteer work, needs to be recognized as the provider reaches higher levels of experience.[4]

Finally, it was ascertained that the educational pathways need to articulate to the point where providers could easily be made cognizant of how best to formulate their training and educational plans in accordance with the range of career movement and advancement possibilities. Presently, training in Maryland only partially fulfills this function; while options and possibilities exist, there is no clearly visible system in place for coordinating the various options in the service of greater rewards (financial, professional, etc.) and/or career movement.

The development of a more coherent and comprehensive approach to training, with linkages between formal and informal systems, noncredit and credit courses, two and four-year college programs, and so forth, should evolve in conjunction with the career possibilities that continued training and education can lead to.

[4] An excellent outline of linkages between skills gained through experience and the career path options that are related to those skills can be found in the *Second Helping Trainer Manual*. Windflower Enterprises, Inc., 1991 (see Appendix B).

PROFESSIONAL RECOGNITION/STATUS

Identifying the Issues

Professional recognition is a system which rewards providers in fees, status, and recognition for both years of service and training and also educational accomplishments. In such a system, professional growth achievements are rewarded and there is public recognition of the efforts of professionals in the child care field.

In order for professional development to be effective, the profession of early childhood educator/child caregiver must be recognized and supported by providers and by the public. The public needs to be aware that providers have varying levels of training and experience and that both program and practice reflect that fact. Support for both increased compensation and training opportunities must be reflected in the private and the public sectors, with government and industry each contributing to the cost of high quality child care.

Defining what Exists

At present, providers in Maryland, in order to be registered as family child care providers or to work in licensed child care centers, must meet minimum regulatory standards. These basic mandates insure minimum health and safety standards. They also include minimum requirements for some pre-service training and continuing education training. An extension of the standards beyond these minimum requirements, however, would insure greater professionalism and quality programming. These extended standards would incorporate the present licensing regulations but would also support effective professional providers who continually seek to improve their knowledge, skill, and commitment to children and the profession.

Professional recognition in Maryland currently exists in the following formats:

- awarding of degrees, certificates, credit, and CEU's by accredited colleges
- meeting of licensing requirements recognized by CCA
- awarding of certificates by educational organizations, professional associations, and advocacy groups
- status of early childhood professionals achieved through reputation of competence with children or service to the profession.

Presently, the Maryland Higher Education Commission has a Child Care Tuition Assistance Program in which providers can apply for a loan of up to $2,000/year for four years. After graduation from either the A.A. Degree, the B.A. Degree or the CDA programs, the provider can have a year of the loan repayment waived for each year they work in a child care center or as a registered family day care provider. This program allows providers to grow in their knowledge and skills. The program also supports provider retention.

In addition, the Child Care Administration of the Maryland Department of Human Resources, through the 100% federally funded CDA Scholarship Program, provides scholarships to income-eligible center and family child care providers "up to $1,500 for training and/or the cost of CDA Assessment" for the nationally recognized CDA Credential. Unfortunately, funds are very limited.

Several states are developing programs to better recognize the profession of early childhood education/child care. For example, models related to salary increases are in place in North Carolina, Minnesota, and Virginia, while mentoring models are in place in California and Massachusetts and apprenticeship models are operating in West Virginia and Florida. Several states also now certify individual providers.

Recommendations for Future Planning

The goals for professional recognition in Maryland must address a variety of needs of providers and must be perceived as a recognition by the recipient. The following goals have been recommended.

- Methods must be compatible with the national trends for the recognition of early childhood professionals.
- Maryland needs to consider developing a certification system for individual early childhood professionals based on established levels of professional qualifications, including experience and competencies.
- Certification must also be based on levels of training required for the various roles in existence in child care and preschool programs.
- Professional recognition must be accorded for the completion of regulatory courses of study, the CDA, the NAFDC Accreditation, and the associate degree educational experiences without diluting the importance of the baccalaureate degree.
- Opportunities for mobility and timely communication among the various persons responsible for early childhood training must be promoted.
- Roles of professionals must include such positions as mentors, master teachers/providers, etc.
- Recognition must be given for both formal and informal training experiences; informal training experiences should, to the extent possible, carry CEU credits.

- A "step" system (such as the one in Figure 2) must be created for salaries that takes into consideration training within the formal and informal systems and years of experience as a practitioner. As noted in Figure 2, a graduated rate of pay would increase incentives to attain more training and education.
- A statewide media campaign to increase public awareness of provider certification and its meaning should be initiated.
- Opportunities for public recognition within the state and local governments beyond the academic arena should be created, such as salary honoraria, recognition celebrations, highlights within local media, showcase of quality work in libraries or other public buildings.
- The Clearinghouse Training Advisory Committee should develop and implement a professional recognition system which addresses the various training experiences of early childhood personnel.
- Opportunities ought to be provided for the various deliverers of early childhood training to meet to dialogue on these issues on a regular basis.
- These issues should be synthesized periodically in a paper to be used to continue dialogues around the state.
- Information should be continually gathered from other states and countries regarding approaches to providing recognition to providers.
- Study groups, consisting of all the relevant personnel including early childhood practitioners and trainers, should be convened to develop and pilot small programs for developing a system.
- A dynamic framework needs to be developed for professional recognition which is outcome based so that the various delivery systems can change without requiring a redevelopment of the model.

Identifying the Issues

While the problem of articulation has typically been defined as one between two and four-year institutions of higher learning, it can also be seen as a broader problem of how better to support the worthwhile goal of lifelong learning by implementing structures that aid the nontraditional student. The student who is moving along a nonconventional educational path should have some options available at each step along the way for transfer of accumulated credentials that will minimize unnecessary duplication of course work.

The Maryland Higher Education Commission (MHEC), in its document "Maryland Higher Education Commission Student Transfer Policies," (March, 1990) states that:

> "A major premise of the Maryland public higher education system is that a student should be able to progress from one segment of higher education to another without loss of time or unnecessary duplication of effort...The intended principal benefactor is the student, whose uninterrupted progress towards a degree—based on successful academic performance—is best served by the open exchange of current information about programs, and is best protected by a clear transfer policy pertaining to the public segments of higher education in Maryland." (pp. 3-4)

The Commission further notes that:

> "The State's interests are similarly served through such a policy, which results in the optimal use of its higher education resources by reducing the costly duplication that results in the needless waste of the valuable time and effort of Maryland students, faculty and administration...Institutional interests and missions are also protected by this systematic approach, which permits them to incorporate into their academic planning more accurate projections about the programmatic backgrounds of transferring students." (p. 4)

However, this policy does not always translate into reality; inconsistencies, lack of full understanding and differing views among the varied institutions of higher education lead to a number of problems in effecting a smooth and seamless "uninterrupted progress" without duplication of effort.

MHEC suggests that "(S)uccessful and harmonious articulation depends upon" factors including balancing the needs of the student with the "integrity of educational programs;" the establishment of clear policies for transfer students that mini-

mize loss of credit and duplication of courses; mechanisms for resolution of difficulties; clear communication of information, data and so forth (p.4).

Recommendations for Articulation between Two- and Four-Year Institutions

A number of excellent recommended policies and mechanisms for articulation already exist in MHEC's "Student Transfer Policies" document. To ensure that these policies are understood and consistently implemented throughout the educational system, the Training Advisory Committee offers the following suggestions.

- Develop recommended transfer programs between two- and four-year institutions: a recommended sequence of courses which a student takes at a community college that will constitute the first two years of a baccalaureate degree program at a Maryland public institution of higher education would be developed by careful planning and agreement between specific two- and four-year institutions.
- Explore the possibility of the development of a system to evaluate quality of courses at both two- and four-year institutions and a systemized approach to transfer of credits based on students' demonstrated competence in the subject area rather than by course number and title. Such a system should be developed jointly by MHEC, child care/early childhood professionals and two- and four-year college personnel. All must participate in decisions.
- Encourage collaborative efforts between two- and four-year colleges to develop a common core of courses to be offered at both types of institutions.

Further Recommendations: Articulation as a Support System Along Career Paths

Suggestions for addressing this issue include:

- institute competency testing/assessment by peer review committees which would evaluate quality of the individual's experience, leading to certification for job advancement.
- initiate articulation between high school child care programs, continuing training, and AA degree programs.

Options for professional preparation should be publicized for potential students so that they are aware of:

- the quickest and least troublesome way to achieve their goals;
- alternate routes that have "costs" such as having to organize an argument for acceptance of course/material by the receiving institution;
- career patterns so that the students can conceive short and long term plans.

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Identifying the Issues

As previously noted, the Task Force on the Core of Knowledge was mandated to formulate recommendations for improving the current system of training, which is characterized by scattered and unintegrated offerings of workshops, courses, and seminars. The Task Force defined the issues as:

- the need for training to embody a common knowledge base of theory and practice in the field;
- the need to offer a diversified range of training geared to the differing levels of experience, expertise and knowledge of the provider community;
- the need to give recognition to enhanced attainment in skill, knowledge, and expertise accruing from providers' movement through a training continuum.

Whereas the Task Force on Career Development and Articulation clarified issues, suggested positions and made recommendations in the larger context of professionalization and career development, The Task Force on the Core of Knowledge has focused on developing a practical model for the delivery of training that can be implemented on a pilot basis. This model for training incorporates the following components.

- It contains a concept for a common core of knowledge that includes basic information about child growth and development, developmentally appropriate practice, and the practical data needed by both family and center-based providers.
- It provides mechanisms for offering a range of training options for providers at diverse levels of experience and education.
- It promotes the development of training that builds sequentially on previously acquired knowledge.
- It encourages and motivates the attainment of higher level skills, experience, and knowledge by recognizing and acknowledging participants' movement through a training continuum over time.

In brief, this proposed model is a way of conceptualizing and delivering training that is established around a cohesive body of knowledge and organized along a continuum of learning and attainment of proficiency. The Committee recognizes that a model involving long-term, sequentially structured, hands-on training and experience should provide a range of choices to meet the needs and interests of providers at different stages in their own experience and intellectual development. The model is presented here as a pilot plan that could be "superimposed" on the training requirements currently in effect, as an option available to providers who wish to pursue and receive recognition for training beyond the regulated standards.

Proposed Components

Basic core knowledge for child care professionals have the following components:

- child growth and development from infancy through early adolescence, including development of children with special needs;
- the adult's role in promoting child growth and development;
- the fundamentals of programming, including content, skills and knowledge, activities, guiding children's behavior, management, and structure.

While these can be conceptualized as separate components, they are actually closely interrelated. A caregiver's understanding of what constitutes healthy development determines his/her ability to provide an environment with activities, opportunities and adult/child interactions that are beneficial to the child's cognitive, social, emotional, and physical development.

With this in mind, we propose that it would be helpful to formulate the "Core of Knowledge" concept along the following lines.

- A "core of knowledge" is not just an accumulation of facts and information about various topics to be learned by those entering the field, but is, rather, an integrated body of knowledge consisting of the concepts, philosophies, theories, and practices which constitute our professional expertise.
- A core of knowledge is best learned through a systematic process which enables learners to explore and reexamine basic concepts and theories at increasing levels of intellectual competence, while also expanding the range of information and ideas that furthers their proficiency as practitioners.

In the Core of Knowledge training model, training is designed around a basic, or major core topic drawn from the fundamental components listed above. The training program is offered at three levels; at each successive level, there is an increase in the complexity and depth of the trainings in major core areas. Providers will enter the Core program at a level appropriate to both their years of experience and their prior education or training. A systematic way of determining appropriate criteria for entry is yet to be established; a mechanism for resolving this as well as other specifics for implementation will be discussed in a later section. The content and format of this training model is described in greater detail in the next section.

Proposed Content and Format of Training Program

As noted previously, the Core of Knowledge Training Program is based on a continuum of teaching and learning. This is achieved by a level system, in which providers complete a certain number of hours of training in the major core, (which is organized around practical, theoretical, and philosophical concepts in child development) and in content electives that extend the range of the major core. Upon completion of these requirements, providers move on to the next level, where the trainings offered build on and expand the trainings from the previous level. The content offered at each level is based on what the learner/practitioner needs to know at that stage of his/her experience; the first level, for example, emphasizes knowledge that has the most immediate practical application for the beginning provider, whereas the third level takes a considerably more complex view of development and related topics. The following section explains the level system and the content of trainings to be offered in each level. Training hours required for completion of each level are specified.[5]

Level System

Level One

Level One is geared to the entry level professional: upon completion of the required training at this level the provider would be designated an "Experienced Provider."

At this level, the provider will become familiar with ages and stages of development, from infancy through age twelve. The provider will also acquire an overview of physical, cognitive, and social/emotional development. Learning will be primarily introductory, and will include descriptions, rather than theoretical constructs of the characteristics of stages of development. In addition to the basic developmental stages, Level One includes topics which have the most immediate and practical applications for the beginning provider such as planning, activities and materials, observing children's needs and identifying sources of support, and communication skills. Entry level training for family child care providers in the technical and administrative aspects of child care is also included in Level One. Most importantly, learning is structured to aid the provider in making connections between the characteristics of the stages of development, the behavioral manifestations of these characteristics, and the practical ideas for programming that derive from this knowledge.

[5] It is assumed that providers will take two to three years to complete each Level, and that they will be working as professionals within the field of child care while doing so. Thus they will be accumulating years of experience concurrently with their training hours. If there are exceptions to this, a criterion determining required years of experience will have to be added to the criteria for progression through the Levels.

Level One training is organized around the major core, *Characteristics of Stages of Development*; content electives that build on and expand the major core include, but are not limited to, the following topics:

- Administering a family child care program
- Observing children in the child care setting
- Communication skills with children and/or families
- Providing a child-centered environment
- Promoting a creative curriculum (activity-oriented workshops in art, music, science, math, etc.)
- Introduction to working with children with special needs

Note: Training in Health and Safety is offered and required at all levels.

Required training hours for completion of Level One: *(To be taken over a two yr. period: a total of 21 hrs., with a minimum of 7 hrs./yr.)*

- 9 hours in Major Core (developmental stages)
- 6 hours in Health and Safety
- 6 hours of content electives

Upon completion of Level One training, the provider will have fulfilled the requirements for the designation "Experienced Provider."

Level Two

The provider enters Level Two as an "Experienced Provider." Upon completion of Level Two requirements the provider is designated an "Advanced Provider."

At Level Two the provider acquires at least an introductory knowledge of *theories* of cognitive and social/emotional development, models of childhood education, and teaching strategies. At this level, the provider strengthens and expands the ability to observe and interpret children's behaviors taking into account individual temperaments, learning styles, and cultural influences. The assumption in this aspect of Level Two is that knowledge of a range of theoretical models enhances the provider's skills in understanding and managing behavior, and communicating confidently with parents. The learner moves from the practical and descriptive information about how children grow and develop (Level One) to a more conceptually based and complex view of development. The provider, in Level Two, begins to articulate a philosophy of education and to develop and implement a personal style of teaching which demonstrates professional standards. Topics related to program and program management (creative arts, science, language

arts, math, self-esteem, child guidance) can be repeated and explored at a more in-depth level. Other topics can be added (such as in-depth observation and assessment; cultural diversity; family structure and values; technology and children), which might not have been covered in Level One. Administration of child care centers as well as supervisory and evaluative skills are also addressed.

Training at Level Two will be organized around the major core, *Knowledge of Theories of Cognitive and Social/Emotional Development*. Content electives that build on and expand the major core include, but are not limited to:

- Developing and implementing a personal teaching style that meets the needs of the child and the child's learning style.
- Managing children's behavior
- Building self-esteem in children
- Promoting a creative curriculum with activity oriented workshops presented in the following areas: language arts, math, science, multicultural classroom environment
- Advanced administration for homecare, centers or school-age programs
- Positive communication with families
- Health and Safety

Required training hours for completion of Level Two: *(To be taken over a two yr. period: a total of 24 hrs., with a minimum of 8 hrs./yr.)*

- 9 hours in Major Core (theories of development)
- 9 hours of electives
- 6 hours of health and safety

Upon completion of Level Two training, provider will have fulfilled the requirements for the designation "Advanced Provider."

Level Three

The provider enters Level Three as an "Advanced Provider." Upon completion of Level Three requirements, the provider receives the designation "Senior Provider."

At Level Three, the provider acquires in-depth knowledge of the many biological and environmental factors that impact on children's growth and development. Complexities and variances in behavior, in family structure, in cultural values and beliefs, special needs, and similar topics can be covered. Topics such as professional ethics, advocacy, self-reflection, and professional self-esteem will be included at this level. Training in some areas of specialty and increased professionalism will be available (such as training for potential trainers, courses in leadership, mentoring,

in-depth supervision and administration, early intervention, etc.) for those providers who might wish to advance in a career path involving specialization.

Training is organized around the major core, *Biological and Environmental Factors that Impact on Children's Growth and Development*. Content electives include, but are not limited to:

- Learning to become a mentor
- The importance of staff building
- Cultural changes in our community
- Advocacy for the profession
- Understanding child abuse
- Effects of biology and environment on gender differences in children's behavior
- Children and/or families with histories of drug abuse
- Developing an individual care plan for your center, school-age or home-based child care setting
- Learning to do child care referral counseling
- Learning to become a trainer
- Health and Safety

Required for training hours for completion of Level Three: *(To be taken over a two yr. period: a total of 27 hrs., with a minimum of 9 hrs./yr.)*

- 12 hours in Major Core (biological/environmental impacts on child development)
- 9 hours of electives or:
- 9 hours in Major Core and 12 hours of electives
- 6 hours in health and safety

Upon completion of Level Three training provider will have fulfilled the requirements for the designation "Senior Provider."

Implementation of Training Recommendations

Implementation of this model would necessitate major changes in expectations for trainers, as well as for providers. As noted previously, the Committee recommends that it be implemented as a pilot program on a trial basis, as an optional route for providers who want to take continued training beyond the required hours and receive some recognition for it. Incentives to provider participation in such a plan include:

- offering Continuing Education Credits for trainings taken in the Core of Knowledge Program;
- including the provider's Level Designation in information given by Resource and Referral agencies to parents as part of their referral services;
- promoting the Core of Knowledge Program to the public at large, including the business sector and the larger child care community, as well as consumers of child care, to increase public awareness of the fact that participants in this program have received a high level of training beyond the basic required hours;
- coordinating the Level system with career options in mentoring, training, consulting, and similar career paths, particularly for providers who complete Level Three;
- awarding certificates verifying the designated titles (Experienced/Advanced/Senior Provider) attained at the completion of each Level.

Implementing such a program on an optional basis, however, necessitates establishing a mechanism for coordinating the Core of Knowledge training model with existing Child Care Administration qualifying regulations for different positions within the child care system;[6] for determining criteria for point of entry into the Level structure; for monitoring, authorizing, and certifying providers' movement through the continuum; and for certifying that trainers' curricular offerings in the Core of Knowledge program conform to the content and level design of the model. Such a mechanism could take the form of a council that would:

- develop professional guidelines for training curricula designed to meet the program's expectations for content and level-appropriate structure;
- certify trainers who submit proposals for Core training;

[6] See Appendix C for Child Care Administration Qualification Guidelines for Center Director and Center Staff (including Infant, Preschool, and School-age Personnel). Family Child Care Providers must have 6 hours of training in health and safety and 3 hours of training in child care development, curriculum planning, operation of a family child care business, or related topic, as a prerequisite for CCA registration; they must complete 6 hours of training in health and safety and 6 hours in program, child development, and/or operation of business every two years for renewal of registration.

- establish criteria for entry into the Core of Knowledge program that take into account trainings, courses, and degrees already completed by the provider, so that providers can enter the program at a Level commensurate with their educational status and/or prior experience;
- develop assessment instruments to be used in certifying providers' movement from one Level to another;
- certify providers' completion of training and award the certificates authenticating the Level designations.
- implement the establishment of Continuing Education Credits for trainings taken under the Core of Knowledge program.

Ultimately, the Clearinghouse Training Advisory Committee would like to see this, or a similar plan, become the regulatory "norm" for standards for provider training. However, we recognize that this is a goal for the future. In the interim, however, the Committee recommends that as part of the continuing work of the Maryland Child Care Resource Network, the Child Care Administration, and the Training Clearinghouse Advisory Committee in long-range planning for training in the state of Maryland, a subgroup of the Advisory Committee be formed to proceed with work on implementing this program. This subgroup should be expanded to embrace representatives of a variety of agencies that deal with accreditation, regulation, and education as well as other agencies concerned with the quality of child care. This group could then become the nucleus for formation of a credentialing Council or Board.

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THE NEXT STEPS

All of the task force recommendations in this document contain guidelines and directions for the future regarding implementation of the plans that have been presented. In order to ensure that there is continuity of planning, the Committee suggests the following procedures:

- Convene a meeting in the early fall of the Training Advisory Committee to plan for the next step in the process of developing a statewide training plan. At this point in the planning, the Committee should generate a time line for Year Two planning, specifying the steps to be taken and strategies for implementing recommendations.
- Add to the composition of the Committee to include more shareholders who might eventually become part of the Council that will need to be established for reviewing and evaluating trainers and participants in the "Core of Knowledge/Level Training" program. Work on establishing this Council and implementing the "Core of Knowledge/Level Training" program as a voluntary, pilot program.
- Form a separate subcommittee of the Training Advisory Committee to work on issues of compensation: in particular, ways to translate providers' greater experience and training (attained through the "Core of Knowledge" or other programs) into additional earnings.
- Form another subcommittee of the Training Advisory Committee to increase public awareness of the need for quality training for child care providers.
- Continue work on the articulation issue in conjunction with other groups who are concerned with finding solutions to this problem.
- Develop criteria for quality training and mechanisms for assessing the competencies of trainers.
- Disseminate this plan as widely as possible, to the training community and to parent groups, as well as to the organizations already involved in this project. Modified versions of this plan directed to specific audiences (providers, trainers, parents) might be prepared and disseminated.

The title of this document, "A New Beginning: A Blueprint for a Career Development and Training Plan for Maryland's Child Care Professionals," is a clear expression of what has been accomplished in the first year of this project. It is a major accomplishment, one that puts Maryland in the forefront of the national movement to professionalize the field of child care. Much work will be needed to move on from this beginning. It will be through the continued collaborative efforts of all who share a common vision of high quality child care for the children of this state that the visions will become goals, the goals will be transformed into strategies, structures, and systems, and these, in turn, will become realities.

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APPENDIX A

Training Advisory Committee

Ms. Dianne Abdullah	Second Vice President Maryland State Family Day Care Association
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Ms. Susan Bartz	President Maryland Child Care Association
Dr. Frances T. Bond	Associate Dean College of Education Towson State University
Ms. Jean Bonta	Director Child Care Directors Association of Central Baltimore County
Ms. Dana Carr Balchunas, R.N.	President In Safe Hands
Ms. JoAnne Carter	Chief Language Development and Early Learning Branch Maryland State Department of Education
Ms. Frances Chapman	Director St. Francis Xavier Head Start
Ms. Barbara Dollar *	Coordinator for Special Projects Head Start Resource and Training Center University of Maryland University College
Ms. Darcie Donegan **	Director of Training Prince George's Child Care Resource Center
Ms. Lora Fader	Child Development Specialist
Ms. Ann Fair	Director Carroll County Child Care Association
Ms. Nancy Forlifer **	Coordinator of Human Services and Special Populations Training Allegany Community College Center for Continuing Education
Dr. George Funaro	Deputy Secretary for Higher Education Maryland Higher Education Commission
Ms. Marian Green	Early Childhood Coordinator Montgomery College

Ms. Ellen Herscowitz	Training Director National Educational Consulting Services
Ms. Jacky Howell	Training Coordinator Montgomery Child Care Association
Ms. Judy Hoy **	Instructor/Coordinator Early Childhood Chesapeake College Early Learning Center
Ms. Mary Hunt	Coordinator Charles County Community College Early Childhood Development
Ms. Mary Hyman	Coordinator Institute of Child Care Education Loyola College
Ms. Cecilia Johnson	President Baltimore City Family Child Care Providers Association
Ms. Julienne Johnson	Program Specialist National Institute for Early Childhood Professional Development
Ms. Elizabeth Kelley	Program Specialist Child Care Administration
Dr. Sue Kleinberg	Acting Director Office for Children, Youth and Families
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Ms. Martha Roark	Assistant to the Deputy Director Maryland Higher Education Commission
Ms. Shari Ostrow Scher	Curriculum Specialist for Early Childhood Education/Chapter I Coordinator Frederick County Board of Education
Mr. Price Shuler	Regional Manager, Region VIII Upper Shore Child Care Administration Chesapeake Community College

Dr. Betty Smith	Assistant Director for Program Support Child Care Administration
Ms. Becky Stevens	Community Services Coordinator
Ms. Eloise Stockdale	Child Care Coordinator Department of Community Development
Ms. Jean Tressler	Garrett County Head Start
Dr. Toni Ungaretti	Coordinator MAT Program Johns Hopkins University
Ms. Remy Whaley	Child Care Coordinator Anne Arundel County
Ms. Laura Willey	President Dorchester County Family Day Care Association
Ms. Margaret Williams*	Executive Director Friends of the Family, Inc.

MCC Staff

Ms. Amy Bloom Connolly	Training Coordinator
Ms. Alice Lazun	Training Coordinator
Ms. Stephanie Maze-Hsu**	Training Coordinator
Dr. Steffi Schamess	Director of Training
Ms. Helen Sherry*	Training Coordinator
Ms. Avril Williams	TECHNIC Coordinator

Guest Participants

Dr. David Cook	Director, Project Together Henry M. Jackson Foundation for the Advancement of Military Medicine
Ms. Vicki Hardman	Allegany Community College Center for Continuing Education
Ms. Yasmin Shepard	Prince George's County Family Day Care Association

* *New Member*
** *Former Member*

APPENDIX B

Associations and Career Paths

Active involvement in an association, through committee work or elected office, can give you opportunities to learn and practice many skills. Through experimentation in different areas you can learn a great deal about yourself and your dreams. Your future direction begins to take on more focus. You have begun a career path.

Your career path will be as unique and individual as you are. It may follow a straight line, have many twists and turns, or even double back on itself. You may step in and out of many positions, or even in and out of child care, through the years.

The following are suggestions for career path options, using the skills you acquire through involvement in your association. They are a starting place—add your own ideas. Be creative, have fun, and follow your dreams!

Career Path Options through Transferable Skills

Experience in Associations	Career Path Options
Active involvement; leadership roles (elected or appointed positions, committee chairs, liaison or representative to other organizations, etc.)	Trainer; Coordinator of Toy Lending Library; Coordinator of Substitute Bank; Mobile Unit Home Visitor; Consultant to Agencies; Consultant to Industry or Business; Child Care Food Program Consultant; CCFP Administrator; Employer In-House Child Care Specialist; Health Systems Outreach
Referral Provider	Resource and Referral Parent Counselor
DSS Liaison; Outreach Committee	Resource and Referral Recruitment Specialist
Association Trainer	Resource and Referral Trainer
Liaison Legislative Committee; Provider Rights Committee; Natural Committee	Government Positions; DSS Advisor to City Council, County Commissioner or State Office
Ways and Means Committee	Professional Fundraiser
Legislative Committee	Lobbyist
Financial Committee; Secretary; Treasurer	Office Manager; Bookkeeper
Conference Committee; Trainer	Training Coordinator
Newsletter Editor	Reporter or Columnist
Treasurer; Planning Committee	Grant Writer
PR Committee; Publicity Committee	Speaker; Presenter
Ways and Means Committee	Marketing/Sales
And remember: Family child care, in and of itself, is a viable career path option!	

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APPENDIX C

Child Care Administration Staff Qualification Guidelines

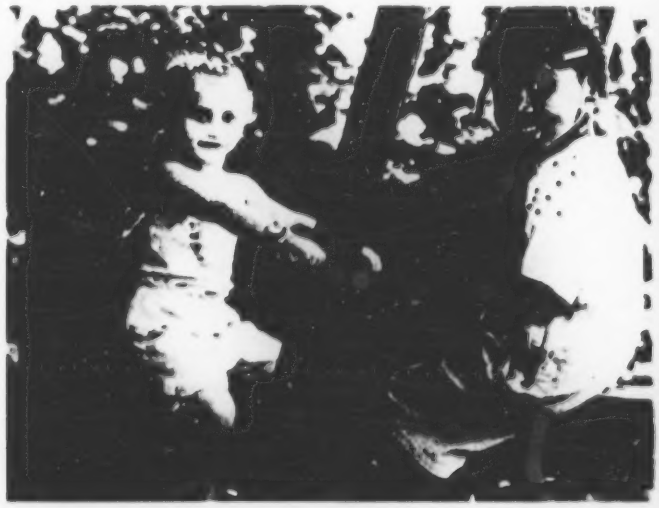
	Sr. Staff**	Group Leader** (School Age)	Aide	Subs; Aide	Subs; SSorGL	Support Staff
Minimum Age	20 19 w/AA/ECE	20	16	16	18	16
H.S. Diploma/GED or successfully completed course work	Yes	Yes	No	No	Yes*	No
Approved Training	6 semester hrs or 90 clock hrs or current CDA credential	3 semester hrs or 45 clock hrs	No	No	Yes*	No
Approved Experience	1 year –or–	400 hrs –or–	No	No	Yes*	No
College Credits	1 year –or– combination of experience/college to equal 1 year	1 year –or– combination of experience/ college to equal 1 year	No	No	Yes*	No
Continued Training	3 clock hrs	3 clock hrs	No	No	Yes*	No
Medical	Yes	Yes	Yes	Yes	Yes	Yes
Criminal Background Check	Yes	Yes	Yes	Yes – If paid & 18/older		

* *Substitutes used longer than a continuous 6-week period.*
** *Teacher certification for appropriate age group shall qualify person for position.*

Child Care Administration Director Qualification Guidelines *

	Infant	Preschool 20 or less**	Preschool 20 – 40**	Preschool 41 or more**	School-age 60 or less	School-age 61 or more**
At least 21 years old	Yes	Yes	Yes	Yes	Yes	Yes
H.S. Diploma/ GED	Yes	Yes	Yes	Yes	Yes	Yes
Approved Training – 6 semester hrs (90 clock hrs)	Yes	Yes	Yes	Yes	Yes	Yes
Continued Training: 6 clock hrs or current CDA credentials	Yes	Yes	Yes	Yes	Yes	Yes
Years of experience	*** 1 year approved experience – or–	1 year under supervision or 2 years registered Family Child Care (preschool)	2 years under supervision or 4 years registered Family Child Care (preschool)	2 years under supervision or 4 years registered Family Child Care (preschool)	400 hrs under supervision or 1 year registered Family Child Care (school-age)	800 hrs under supervision or 2 years registered Family Child Care (school-age)
College credits	*** 3 semester hrs of approved credit	No	60 semester hrs	AA in Early Childhood Education or Bachelor's degree	No	No

** A person qualified and employed as Director prior to 12/31/91 shall continue to be considered qualified if continuously employed at the same or another center. **Teacher certification by any state board of education for the appropriate age group shall qualify person for Director. ***In addition to preschool Director requirements, unless each group's senior staff meet requirements.*



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